

Development of children's communication capabilities with setsr vision on MI Bilingual

Roudlotul Jannah Indonesia

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ABSTRACT

Communication is required in 21st century learning processes and teaching and learning has not been conducted to improve communication skills so that the process one required implementing strategy in learning processes. The study aims that to depict learning in developing communication skill based on SETSR vision. The study used qualitative method. The researcher collected the data by using interview, observation and documentation. The study analyzed through Miles and Huberman techniques. The data was reduced based on the problems. The results of the study is learning processes by using SETSR strategy can develop communication skills, and students are more likely to improve the quality in speaking when they deliver their opinion to the teachers and friends through written and oral. The finding research found that communication skills will be improved when students are able to understand the lesson, making them to communicate to others.

KEYWORDS

Communication Capabilities 1;
SETSR Vision 2

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Introduction

Children's learning so far has not run optimally due to the lack of language and management in the delivery of children's language. Language becomes a connecting tool in communicating in interacting with fellow friends and teachers at school (Dhieni, 2008). Children are less able to convey what they have learned, and they are shy when speaking in front of their friends which results in their weak communication skills. Communication is required in 21st learning processes that have to improve communication skills. Communication in written form is better able to be mastered by students in MI, than communication in oral form because they have to mentally prepare their courage to speak (Dhieni, 2008; Fernando et al., 2022).

Communication is one of skill that is needed in 21st century learning, so that the one can be enhanced by using learning strategy (Prahesti & Prastowo, 2022) (Chalim & Prahesti, 2021). Communication for children at Madrasah Ibtidayah in Indonesia is a process of delivering information to MI children about certain objects by using object images to obtain the same meaning (Salsabila & Saputra, 2021). Communication is an important process in living life by involves several aspects in it such as interpersonal aspects. Intrapersonal, group communication, or mass communication is in the school environment (Pradana, 2019; Suprapti et al., 2021). Communication is the transfer of a meaning that is understood and used by a group of individuals to increase the ability to communicate an idea and information (Fatmawati, 2014).

Communication skills are reduced which has an impact on children's courage in conveying their ideas so communication skills are needed by paying attention to approaches to achieving learning goals in class (Fatmawati, 2014). Communication can be connected in carrying out its functions which of course can assist in understanding subjects that have not been understood by students to achieve goals (Uchjana, 2000). The learning process is essentially a communication process in conveying what is conveyed by the teacher so that there can be an exchange of information, data, or facts (Uchjana, 2000). Communication in the field of education can encourage the formation of morals and skills related to the application of communication patterns or strategies in the communication process (Asnawir & Usman, 2002). Communication will run effectively with a variety of effective and directed communication strategies (Hardjana, 2000).

The development of communication can occur through the learning approach taken by the teacher while in class. It is attempted to create interesting activities so that there are no difficulties in learning, especially in conveying learning (Mulyani, 2012). MI children's communication is said to be effective if it shows the level of success or failure of management activities in achieving a learning goal. To achieve the effectiveness of the communication target (audience) improve certain abilities to appreciate the stimulus in changing behavior (Puspitasari, 2022). Learning is carried out by utilizing several networks to provide breadth for students to explore themselves (Sartika, 2019).

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The new learning paradigm can change the behavior of students in achieving their learning focus at school through a learning approach that has the vision of SETSR (Science, Environment, Technology, Society, Religion) and the interrelationship of the learning by linking elements of science, environment, technology, society and religion (Franco et al., 2007). The perspective in the understanding process in this aspect is the embodiment of SETSR's vision that influences each other (Nugraha & Binadja, 2013). The addition of the religious approach is the focus of the learning approach to achieve learning objectives (Chalim & Prahesti, 2021).

There is a crisis of damage to learning achievement, the disruption of students in changing their behavior or thinking processes, and of course, understanding religious aspects. The concept (Science, Environment, Technology, Society, and Religion) becomes an alternative or learning approach so that the achievement of learning objectives is based on religious views. Religious learning in schools provides quality improvement and character and personality formation (Alim, 2006). Religious values are used for character formation and the achievement of learning goals in schools. This is to be reflected in the daily lives of students in increasing faith and piety to God Almighty (Bali & Fadilah, 2019).

According to Binadja, the SETS vision of learning is 1) to emphasize the subject of science-based learning; 2) The use of technology for society concerning science; 3) Students' thought processes in the relationship between science and technology; 4) the interconnectedness of the SETS elements which influence each other; 5) Students are directed in the process of analyzing the benefits and disadvantages of science concepts changed in technology; 6) Students' basic knowledge is directed and developed based on the knowledge they have (Binadja, 2002). The vision of the SETSR approach can encourage children to think critically and train them to improve their verbal and non-verbal abilities.

According to research conducted by Achmad Binadja stated that learning has a SETS vision and has a positive impression and has an effect on student learning outcomes. This makes a meaningful and knowledgeable impression on students so that the meaning of learning becomes memorable (Binadja et al., 2008). The researcher aims to describe the learning approach to developing children's communication with the SETSR approach that is adapted to the characteristics of students. The SETSR approach has been applied by educators at one MI in East Java and was developed to solve the problems of children who still have difficulty expressing their opinions while at school. Therefore, the research focuses on SETSR vision to develop communication capability in the class.

Literature review

Communication is the foundation for the formation of a society or community that is integrated in certain information in achieving common goals (Logan et al 2010). Children need to practice how they express their opinions so that communication can be established optimally. Communication and development is an achievement in learning (Akbar et al., 2019). The development of children's communication can provide the following benefits:

1. Make it easy to provide information to children
2. Encourage active participation in the learning process
3. Teach something new

Development of communication through the following methods that focus on improving skills including, 1) Communication creates a climate for changing thinking patterns; 2) Communication teaches something new; 3) Achieve learning objectives; 4) increase people's opportunities to participate in social life; 5) Creating active participation (Akbar et al., 2019).

The role of educators or teachers in the communication process is to provide information in the form of teaching to students. Messages or information through verbal and non-verbal communication symbols (Asnawir & Usman, 2002). The need for effective communication to carry messages effectively and properly conveyed to the recipient of the message or students at Madarasah Ibtidaiyah (Hardjana, 2000).

1. Children's communication barriers in learning

Communication plays a role in learning so that communication can provide knowledge, expertise and skills. Communication has obstacles in the communication process so that it interferes with the communication process, and it is based on psychological factors, namely:

a. Selective attention

People tend to expose themselves to what they want

b. Selective Perception

Someone is expected to deal with communication events related to the tendency to think stereotyped.

c. Selection Retention

The process of understanding communication remembers what they understand and remembers whether it is a good thing or a bad thing.

2. SETSR Visionary Learning

The SETS vision means an understanding of everything that has an impact on life in the aspects of science, environment, technology, society and religion as a SETSR that can be integrated with one another (Binadja, 2002). Visionary learning improves students' ability to think critically so that educators act as facilitators of student

learning in the classroom (Nugraha & Binadja, 2013). Learning with the SETSR vision has a constructivism foundation that is connected with real (contextual) learning (P et al., 2022; Santyasa, 2007).

SETS vision learning can form a positive impression in learning and create learning that can spur students to think critically so as to build students' knowledge of interacting with educators in a constructive manner (Ahn & Class, 2011). Learning with the vision of SETSR (Science, Environment, Technology, Society, Religion) combines these five aspects that learning with a science approach is useful for everyday life (DeBoer, 2000) and the environment around students which affects them in certain ways. This will later be used in their society with a religious fortress as a means of self-protection for students.

The learning process is integrated into learning into a single unit to be oriented to everyday life as a result, students have a connection and unity with each other (Binadja et al., 2008). The linkage of elements of science in learning to other elements such as the environment, technology, society. The SETS vision links integrated elements to learning which are considered as meeting nodes (Nugraha & Binadja, 2013). Learning is applied in a particular learning so as to improve the quality of life so that students have higher-order thinking skills so that learning can have the SETSR vision as a manifestation of its achievement indicators (Anwar, 2012).

SETSR learning can use a learning model that is in accordance with this approach so that it can face the challenges of the 21st century, one of which is the process of critical thinking and communication (Trilling & Fadel, 2009). Learning with SETS vision uses the concepts of learning to know, learning to do, learning to be and learning to live together (Umami & Jatmiko, 2013). The concept of learning with the SETS approach provides students with developing and actively participating in learning that relates problems to certain topics. This is to apply knowledge in real life in improving knowledge and quality of life without endangering the environment, and SETS vision learning is expected to help students in the process of solving their problems and encourage students to think creatively (Binadja, 2002).

Methods

The study is about development of children's communication capabilities with setsr vision on MI bilingual Roudlotul Jannah Indonesia. The study aims to describe development of communication skills through SETSR vision in learning. The study uses qualitative method with descriptive approach. The study was conducted in MI bilingual Roudlotul Jannah.

The participants for the research around 35 students grade 4 and 5 that has some criteria related on the topic. The researchers user purposive random sampling based on the variable that is determined.

The researcher focuses on improving communication through SETSR in learning processes. The one collected the data through interview, observation and documentation. The study was analyzed through Miles and Huberman techniques in which data reduction, displaying data and conclusion.

Results

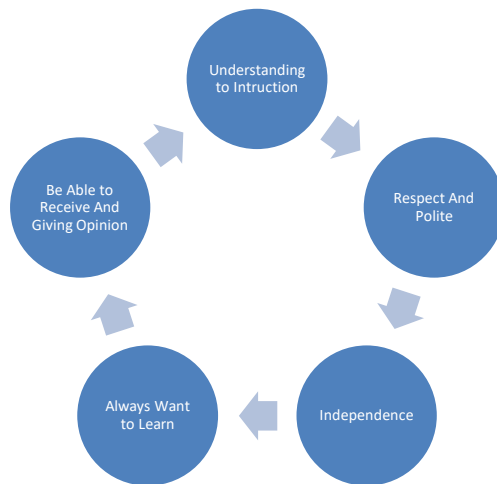
Communication Skills In Learning Processes

Communication skills are needed for students in elementary school so that they can improve their quality through teaching and learning. The communication will improve through writing and speaking processes, and teachers are more likely to use some methods that are beneficial for students' skills. Moreover, writing processes are fixed in different techniques in which the processes will be implemented by lesson, making them improving creativity in the class.

Learning processes will achieve learning aims through methods, encouraging students to create their writing. The communication processes are enhanced in writing, making them practice communication. The communication skills can be gained through lesson that taught by teachers. Students are interested in writing communication in their main lesson than oral. Those are conducted for students who are embarrassed to do.

Communication skills in learning processes are about competency that is experienced in some points. Students tend to understand to receive the instruction from teacher so that those can improve communication. When the ones understand what teacher say or order, they are easy to get the lesson without misunderstanding. Those make communication skills improving.

Writing communication also needs respect and polite in language style especially to their teachers. Also, the ones require in communication orally, encouraging students to manage their language. Communication has a tendency to create independence, making them using their language independently. Teachers also train students to want learning, and the one tends to think critically. The diagram is about the communication skills in lesson based on "Be Your Self".



Graph 1. Communication Skills “Be Your Self”

Students are able to receive message or information, improving to them communication skills. Concept about “Be Your Self” is combined with different method in variety lesson so that students are more improved communication skills. Teachers help student to create their activity in learning processes.

SETSR Concept Integrated in Learning

Vision of SETSR give an impact in learning processes, and the one is supported by various subjects in the class. SETSR (Science, Environment, Technology, Society and Religion) is related on national curriculum that is integrated in learning. Those visions have a tendency to create independent, critically and creativity. Teacher is more likely to use education tools to make students wondered about the one. The activities are conducted in almost every subject, especially in science.

Furthermore, teacher also involves students to learn in around them, encouraging them to learn freely. The students more love when they study in outside than in the class. Environment is the main education tools as an object of learning, and the different place makes students interacting with different circumstances, creating creativity. In learning technology, teachers tend to combine the learning in the different tools and techniques, alleviating boredom in learning.

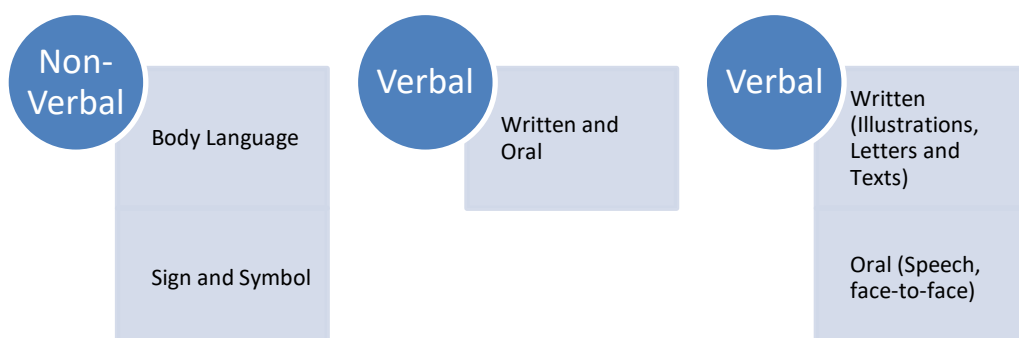
When students learn in the schools, the learning goal is projected in society so that the one can implement the meaningful learning in their surrounding such as home and public place. Society has an essential role for students who live and interact with them so that those students can train their communication. Yet, students imitate what society do, and the one is brought in the school, establishing the attitude.

Also, learning activities are integrated in religion, making them to improve communication skills through SETSR vision. “Be Your Self” concept and SETSR vision are included in religion subject. Hence, habituation that is conducted for students before learning lead to religious activities such as Dhuha prayer, Recite Al Qur’an and other Doa. Those activities train students to communicate with the God.

Discussion

Communication skills that can be improved through SETSR vision in learning processes. There are two categories namely non-verbal and verbal. Students are trained to enhance capability in communication. The capabilities can be seen in their body language when they communicate and giving a sign and symbol. However, verbal ways can be written and oral communication. Both are different ways, training students to express their opinion in the subject.

Students implement SETSR (Science, Environment, Technology, Society and Religion) in various subjects so that they can improve their skills in communication. Those visions integrate in subject that develops by teachers.



Graph 2. Type of Communications

Written can help students to improve communication, and students control themselves through those visions. The learning processes can be developed through learning, improving communication not only written but also oral communication. Learning will guide students in which they implement in science, environment, technology, society and religion.

Oral communication can be conducted by speech activities, and students can present their ideas and opinions through some presentation that emphasized them to speak in front their friends. Other activities that enhance communication are through face-to-face speaking in which students can talk, speak and communicate with others in the class. How to express their opinion is required to be trained by teacher to make students independent, creative and critic. Hence, students more get their lesson when they communicate to communicate to others.

Conclusion

Learning through SETSR vision emphasizes students to create their creativity, independent and critic, and communication skills "Be Your Self" is established based on student's characteristic in Madrasah Ibtidaiyah or Elementary School. The ones tend to enhance communication capability when they present in the class, integrating with subjects that aims on (Science, Environment, Technology, Society and Religion). Those points train students to manage themselves to speak orally or written. Also, students who able to speak without embarrassed, so students prefer to improve communication with oral, while the ones feel embarrassed, so they prefer to choose written to communicate. Therefore, combination of vision (Science, Environment, Technology, Society and Religion) in learning can develop students' capability in communication.

The future research can conduct more relevant problem in other competency, so that implementing SETSR can develop variety skill that is required for students in elementary school.

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